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ABSTRACT

This planning model for pupil performance outcomes in Spanish instruction in the sixth grade emphasizes oral activities. A global objective, expansion objectives, description of pupil behaviors, and evaluation of pupil performance are illustrated in charts through the branching of interrelated elements. The following objectives are developed in the design of the planning model: (1) pronunciation proficiency, (2) vocabulary comprehension, (3) structural facility, (4) cultural awareness, and (5) motivation for learning Spanish. An integrated series of exercises of pupil behaviors and performances as a curriculum-design model constitutes the major portion of this document. [Not available in hard copy due to marginal legibility of original document]. (RL)

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PERFORMANCE OUTCOMES FOR 6th GRADE SPANISH PROGRAM

El Rio Elementary School District
Utilizing
Extended Practice Aides

Preliminary Draft
June - 1968

Dean E. Triggs
County Superintendent of Schools
Ventura County

001766

FOREWORD

In preparing this draft of Performance Outcomes, it is hoped that the teaching of Spanish will become more effective, relevent, and most important, it will guarantee successful performance by 80% or more of the class. In addition, this planning model will give the extended practice aides the opportunity to evaluate pupil behaviors.

The sixth grade extended practice aides are native speakers of Spanish. They utilize Entender y Hablar during the twenty minute period twice a week. This draft was designed cognizant of what the aides were actually doing, where the aides were in preparation, and what objectives the aides were attempting to accomplish. The Pupil Performances listed are those that the aides determined important and accomplishable within the conditions that exist in the classroom.

Emphasis is on listening comprehension. Speaking and writing are also developed.

This initial draft begins to focus on the performances desired. Subsequent drafts would include a sophisticated taxonomy of the four language skills, a more detailed description of linguistic expectancies, additional pupil behaviors, and possibly, more effective instruments to measure student acceptable performances.

The pupil behaviors listed do not prescribe a sequence, nor do they give time allotments for each skill, nor indicate all the activities that are possible to achieve a desired performance. The aides are aware that while structuring student behavior in one outcome, other outcomes might be re-enforced. Questions that remain unanswered include:

Will the pupil behaviors listed lead to proficiency in the four language skills within the existing conditions?

Are the pupil behaviors listed the most effective in reaching stated pupil performances?

Which are the most effective methods or materials for each pupil behavior or pupil performance?

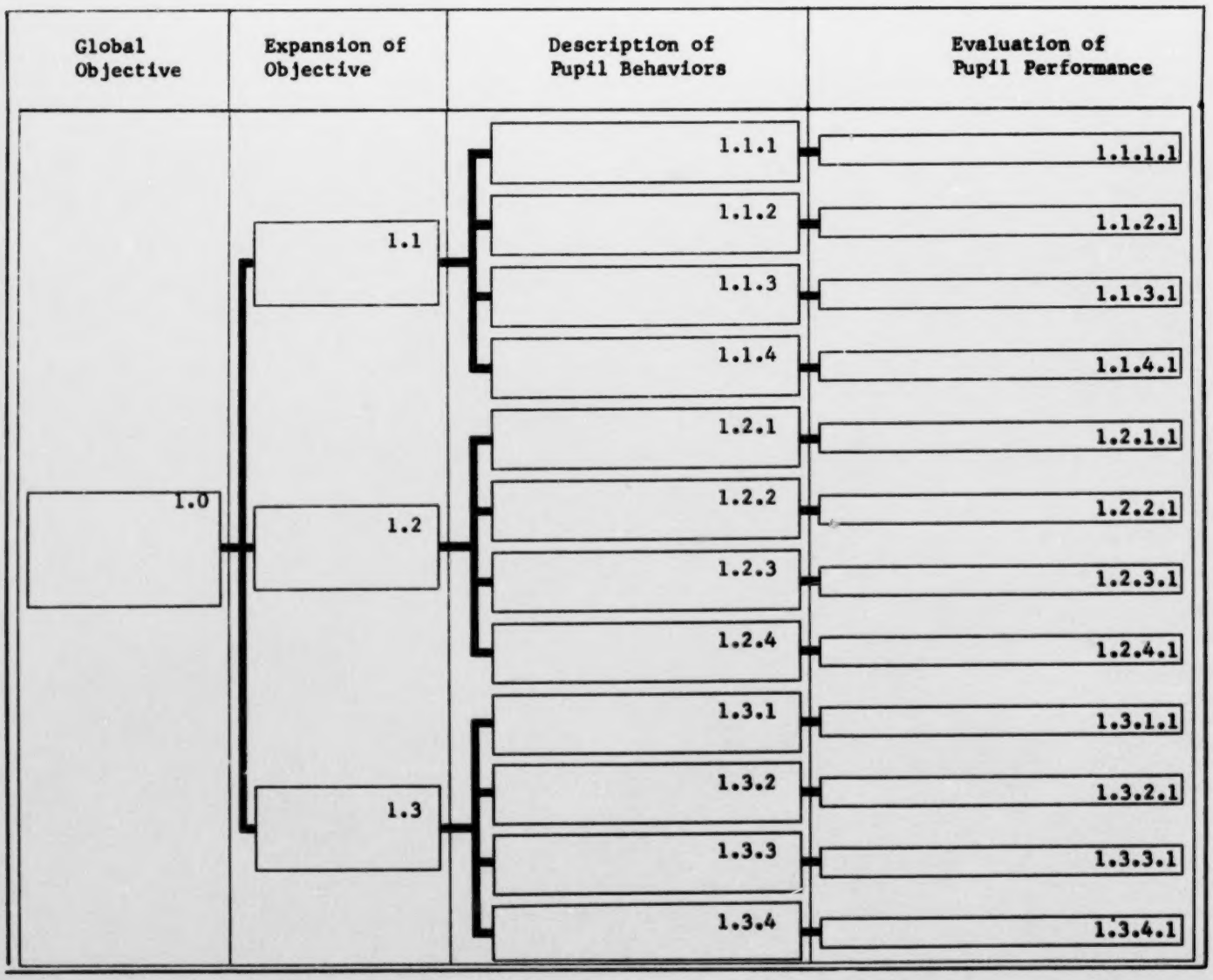
Is there an effective sequence of instruction in order to accomplish outcomes?

Are the expected student performances realistic for this instructional time provided and with the present competency of the aides?

These performance outcomes attempt to be consistent with language learning which is the performance of skills, changes of behavior, and internalization of linguistic phenomena.

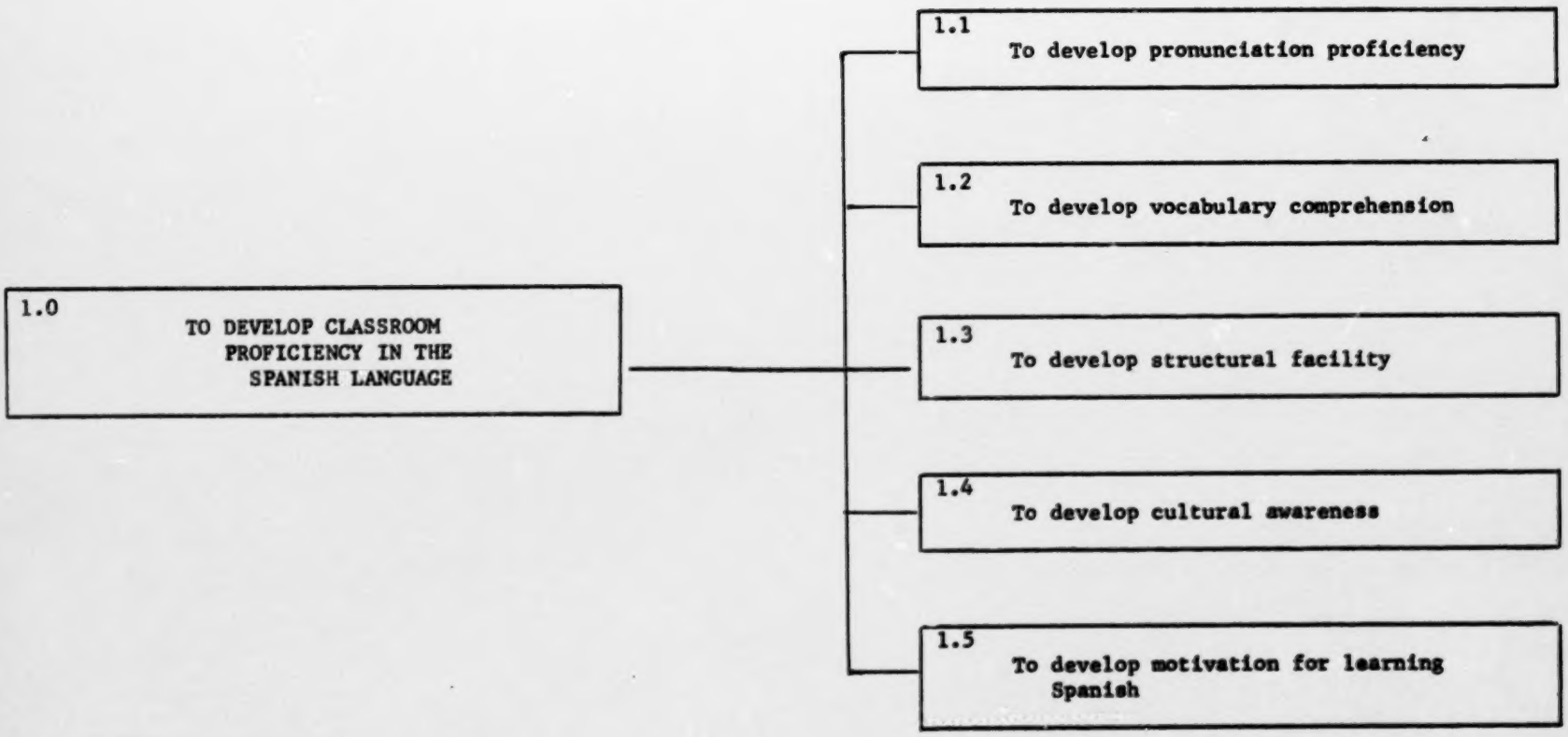
Edward V. Moreno
Foreign Language Consultant

PLANNING MODEL FOR PUPIL PERFORMANCE OUTCOMES



GLOBAL
OBJECTIVE

EXPANSION OF
OBJECTIVE



DESCRIPTION OF PUPIL BEHAVIORS	EVALUATION OF PUPIL PERFORMANCE
1.1.1 Student sings "Las Mañanitas" to provide recognition of liaison.	1.1.1.1 Student writes the word Spanish if the sounds imitated appeared to be spoken by a Spanish speaker. He writes English if it sounds like an English speaker.
1.1.2 Student imitates simple Spanish statements, questions, and exclamations.	1.1.2.1 Student models orally taped statements.
1.1.3 Student identifies a simple intonational pattern of a question Spanish as contrasted with the intonational pattern of a simple English question.	1.1.3.1 Student writes "E" or "S" to identify a simple intonational pattern of a question in Spanish as contrasted with the intonational pattern of a simple English question from a tape he hears.
1.1.4 Student identifies sounds of "a" in unstressed position, stressed "o", initial "l", "b", "d", "v", trilled "r", & tap "r".	1.1.4.1 Student writes true if the sound he hears is the correct sound of "a" in unstressed position, stressed "o", initial "ll", "b", "d", "v", trilled "r", & tap "r".
1.1.5 Student reproduces sounds of "a", in unstressed position, stressed "o", initial "ll", "b", "d", "v", trilled "r", & tap "r".	1.1.5.1 Student provides orally the correct initial consonant triggered by picture cards.
1.1.6 Student memorizes and recites rhyme "a, e, i, o, u, el burro sabe más que tú."	1.1.6.1 Student reproduces the vowels (a, e, i, o, u) in a stress position from known statements he can read.
1.1.7 Student repeats in choral fashion numbers 0-50.	1.1.7.1 Student listens to numbers, zero through 50, in Spanish, and responds by writing the digits he hears.
1.1.8 Student orally imitates teacher in counting by 2's, 4's, 5's, and 10's, utilizing numbers 51 - 100.	1.1.8.1 Student orally reproduces numbers 51 - 100 triggered by a random sample of flash cards.

DESCRIPTION OF PUPIL BEHAVIORS	EVALUATION OF PUPIL PERFORMANCE
1.2.1 Student copies paragraph or dialogue.	1.2.1.1 Student writes proper sequence of sentences or dialogue.
1.2.2 Student hears statements in Spanish about a picture.	1.2.2.1 Student writes true or false to statements triggered by pictures.
1.2.3 Student speaks in Spanish about topics triggered by visual clues.	1.2.3.1 Student provides orally a dialogue sequence based on a series of visual clues.
1.2.4 Student responds orally to questions initiated by teacher, tape, or another student.	1.2.4.1 Student circles correct response from three choices to a question which he hears.
1.2.5 Student correctly identifies, from visual clues, family vocabulary by listening to a tape in Spanish.	1.2.5.1 Student correctly matches statement regarding family with the visual that depicts the utterance.
1.2.6 Student hears statements, from visual clues, in Spanish that will ask him to correctly identify colors.	1.2.6.1 Student writes True or False to statement regarding colored objects on teacher's desk.
1.2.7 Student plays Bingo with teacher calling out numbers 0-100 in Spanish.	1.2.7.1 Student circles those numbers heard on tape from a series of 30 random numbers 0-100.
1.2.8 Student sings "Uno, Dos, Tres" to provide oral practice with numbers 1-10.	1.2.8.1 Student orally records numbers 1-10.
1.2.9 Student writes the days of the week by copying a statement in Spanish.	1.2.9.1 Student writes the correct day of the week in blank provided in a statement.

DESCRIPTION OF PUPIL BEHAVIORS	EVALUATION OF PUPIL PERFORMANCE
1.3.1 Student writes true if the statement heard uses the correct form of the present tense of tener.	1.3.1.1 Student writes correct form of present tense tener picking from five forms, after hearing an utterance in which it is used.
1.3.2 Student hears and repeats questions and answers that use the correct form of the subject pronouns.	1.3.2.1 Student underlines the correct answer in response to a question he hears from a multiple choice situation using subject pronouns.
1.3.3 Student says and then repeats correct form of tener from pattern pratice drill initiated by teacher or other student.	1.3.3.1 Student says correct form of tener from pattern practice drill triggered by tape.
1.3.4 Student repeats dialogue sentences triggered by tape or teacher containing correct forms of subject pronouns.	1.3.4.1 Student repeats dialogue sentences triggered by tape and teacher will listen only for correct forms of subject pronouns.
1.3.5 Student writes correct form of verb tener completing given statement or question.	1.3.5.1 Student writes in Spanish correct form of verb tener from given statements or questions.
1.3.6 Student writes in blanks provided correct Spanish forms of subject pronouns in sentences, paragraphs, and dialogues.	1.3.6.1 Student writes in Spanish the correct form of subject pronouns in sentences triggered by pictures.
1.3.7 Student copies dialogues or paragraphs containing marks of punctuation.	1.3.7.1 Student copies dialogues or paragraphs inserting missing marks of punctuation.
1.3.8 Student writes correct verb form of present tense tener in statements triggered by picture indicating change of person.	1.3.8.1 Student writes correct sentences or questions in Spanish changing the verb form of tener as triggered by change of subject.
1.3.9 Student hears correct pattern practice utilizing present tense forms of tener.	1.3.9.1 Student writes true when pattern practice heard is using the correct form of present tense of tener.

DESCRIPTION OF PUPIL BEHAVIORS	EVALUATION OF PUPIL PERFORMANCE
1.4.1 Student sees slides and pictures about art and landscape of Latin American countries.	1.4.1.1 Student matches statement in English with pictures he sees.
1.4.2 Student listens in English to the historical significance of the Argentinean, Chilean, and Mexican flags.	1.4.2.1 Student tells the class in English the meaning behind the Argentinean, Chilean, and Mexican flags.
1.4.3 Student sings a song from Mexico, a song from Puerto Rico, a song from Spain, and a song from Argentina.	1.4.3.1 Student identifies the country where the song is sung.
1.4.4 Student colors flags of six Latin American countries.	1.4.4.1 Student draws in the correct colors from the flags of six Latin American countries.
1.4.5 Student sings "Las Posadas" in Spanish after listening to teacher tell the background to the song.	1.4.5.1 Student relates in English to the class where, when, and why "Las Posadas" are sung.

DESCRIPTION OF PUPIL BEHAVIORS	EVALUATION OF PUPIL PERFORMANCE
1.5.1 Student checks out books on Spanish history, civilization, art, etc.	1.5.1.1 Student lists books and articles he has read on Hispanic culture.
1.5.2 Student attends Spanish-speaking film presentations.	1.5.2.1 Student tells the class, in English, the general plot of a Spanish movie he saw.
1.5.3 Student goes to Spanish-speaking stores to practice his oral language.	1.5.3.1 Student relates to the class his experience while speaking Spanish to a clerk in a store.
1.5.4 Student goes to Mexican restaurants for food.	1.5.4.1 Student dramatizes ordering food in a restaurant.
1.5.5 Student tutors Spanish-speaking children for English proficiency.	1.5.5.1 Student points out difficulties Spanish-speaking child has in learning English.
1.5.6 Student volunteers to write to pen pals.	1.5.6.1 Student reads letters he has received from his pen pal.